**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 4th Grade** | | | **Date(s)**: Lesson 3 |
| **Unit Title:**  Establishing a Community of good Readers and Writers | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s):** Why do authors use descriptive language to develop a character?  How does using strategies help me as a reader? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Chicken Sunday by Patricia Polacco * Graphic organizer/T-Chart or FCRR Character Chart (C.001.ss1, C.001 and C.002) * 2 excepts from a text( one descriptive, one very vague) * Words Their Way by Bear, Invernizzi, Templeton, and Johnston | | | | synonyms  antonyms  explicit  implicit  character traits  descriptive  dynamic characters | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Reading**  **Standards:**  RL 4.10. Comprehending a variety of text  RF 4.4. Fluency in order to comprehend  **I Can Statement(s):** I can identify dynamic characters.  I can identify character traits that are explicitly stated and ones that are inferred.  **Instructional Plan:**  **Activator**: BRAIN TV Activity: Teacher will read 2 excerpts that pertain to a character or setting in a story. One excerpt will be less vivid than the other. Students will draw pictures based on the descriptions that were read aloud by the teacher. Students will compare pictures and discuss why it was more difficult to draw the first picture than the second picture based on the descriptive language.  This activity will lead to a discussion on the essential question, “Why do authors use descriptive language to develop a character?” Students should be able to see that being descriptive in writing helps the reader better visualize (brain TV) what is occurring in the story. Teacher will remind students that GOOD READERS ALWAYS turn on their BRAIN TV when reading to try to visualize the characters thoughts, words, and actions.  **Instructional Plan**:  Teacher will read Chicken Sunday to model how to analyze a character based on their thoughts, words and actions. Using think aloud, the teacher will model a BRAIN TV activity to better understand what is happening with characters in the story.  Teacher will also point out specific examples of character traits that are explicitly stated and those that are inferred. Teacher will model how to record these on a T-chart.  **Independent activity**: Using the character trait graphic organizer from FCRR, students will use the stale text (Chicken Sunday) in order to identify character traits. They will review the character’s thoughts, quotes, actions, feelings, goals, and descriptions provided by other characters. Students will make sure they provide evidence from the text to support their answer. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Writing**  **Standards:**  **L. 4.1a**. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);  **b.** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;  **f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons;  **g .** correctly use frequently confused words (e.g., to, too, two; there, their).  **I Can Statement(s):** I can show my knowledge of how to write a narrative**.**  **Instructional Plan: Writing:** Students will write a text-to-self connection related to a story. The teacher will ask students to think about their own experiences and if they have ever felt or know of someone who has felt the way the main character did in this story. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  c. Consult reference materials (dictionaries, thesauruses, glossaries), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.  **I Can Statement(s):** I can use a thesaurus to categorize synonyms and antonyms of a word.  **Instructional Plan:**  Teacher will pull out a specific character trait mentioned about the main character of the story. Teacher will then discuss other words that might mean the same or opposite of that word or trait. Teacher will review/introduce synonyms and antonyms. The teacher will review the correct use of a thesaurus.  Using a number line, the teacher will model how to find synonyms and antonyms of a word. One side of the number line will show the word *sad* and the other side will show the word *happy*. Words that mean the same will be near those words. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on other’s ideas and expressing their own clearly.  **I Can Statement(s):** I can use strategies of a good speaker and listener.  **Instructional Plan:**  Students will use a cooperative learning strategy called \*\*PASS IT ON.\*\* This involves one student in a group writing a character trait about a specific character from the story and connecting a thought, quote, action or feeling which illustrates that trait. Students will then pass the paper around letting their classmates input their own thoughts about the character. | | | | |
| **Closing/Summarizing Strategy** | * As a group, students will answer the essential question:   **Why do authors use descriptive language to develop a character?**   * **Ticket out the door:** Students will provide a sticky note indicating a character trait they discovered about a character from the story. They will place their sticky note on a chart as they exit the room. One side will say IMPLICIT, and the other side will say INFERRED. Students will place their sticky note under the heading that describes how they were able to discover this character trait. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Prepare a digital presentation, skit, or role play the habits and strategies that good readers, writers, speakers, and listeners use. Provide tips and advice that will help all students reflect on developing good habits. | | *Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.*  *Observe and implement the “general education program accommodations” on each identified student’s IEP.*   * Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students * Provide a list of examples and non-examples for students to organize * Use a graphic organizer * Provide a model/exemplar of acceptable work (*character map*)   Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context. (**RF. 4.3, RF.4.4**) | | | ESL students tend to be very limited in their descriptive words, so everyone is *happy*, *sad*, *good*, or *bad*, with no shades of gray.  It is important to teach students that there are traits that are finer gradations than good or bad, and teach them that good readers can make that inference, read a whole selection and decide if a person is humorous, thoughtful, wise, loyal, etc.  Suggestions:   1. Write *good* and *bad* on the board and gave some examples of good and bad behavior:    * If you smiled at me in the hall, you are...    * If I made a mean face at you, I’d be....    * Give another more extreme example: If I was sick and Mrs. Jones made me chicken soup and hot tea and drove all the way to my house and took me to the doctor in the pouring rain and.... is that good or bad? But is that good compared to smiling, for instance? No, she’s being *caring*, not just good, but caring. What other things does a caring person do?    * What if you had a big project you’d worked on for a long time and someone smashed it and laughed at you?  Is that the same as making a mean face? No, it’s worse, that person would be *cruel*.  Hurting someone and laughing is cruel. 2. Introduce the idea that when we read or write, good readers and writers choose just the right word and can see very slight differences in characters and what they do, how they act.  So to be a good reader or writer, you have to know words like this. 3. Teach five of each: generous, sweet, stubborn, lazy... Maybe some words are neither good nor bad (silly, funny, etc.). A list of common character traits can be found at: <http://www.scholastic.com/teachers/lesson-plan/character-sheet-and-traits-list> 4. Next, write the five or ten easy traits on the board and play a guessing game, reading a couple of the trait sentences at a time, have students write down which trait they think you are describing.  Use the attached cards to review and expand. Note that one is more scaffolded with answer choices provided, while the other provides no choices.      1. The next day, review those ten, go back to some stories you’ve read and try to match the ten words to characters in those stories.  As you continue to read stories and observe classroom behavior, add more traits to the pile that they know and use. 2. It is important to model providing evidence that supports the character classifications in a story. The following strategy is taken from ***The SIOP Model for Teaching English-Language Arts to English Learners***:   Provide sentence frames like the ones below for students to orally complete with a partner.   * \_\_\_\_\_\_\_\_ is cruel when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . * \_\_\_\_\_\_\_\_ is generous when he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_ is courageous when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   More proficient students can model the responses and the beginners could repeat or echo. You can also limit the number of sentence frames for beginners.   1. Use a Venn diagram to find commonalities among traits (stubborn and persistent, or considerate and responsible).  Create and post anchor charts with these words for future reference as students read and write. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*